

Texas Education Agency Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 PM 2:20 DOCUMENT CONTROL CENTER </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Bloomington	Vendor ID # 1-74-6000-371	Mailing address line 1 P.O. Box 158	
Mailing address line 2	City Bloomington	State TX	ZIP Code 77951-
County- District # 235901	Campus number and name	ESC Region # 3	US Congressional District # 014
			DUNS # 0862821750000

Primary Contact

First name Delores	M.I. P	Last name Warnell	Title Superintendent
Telephone # 361-897-1652		Email address Delores.warnell@bisd-tx.org	FAX # 361-897-1214

Secondary Contact


First name Misty	M.I.	Last name Brasfield	Title Chief Financial Officer
Telephone # 361-897-1652		Email address Misty.brasfield@bisd-tx.org	FAX # 361-897-1214

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Delores	M.I. P	Last name Warnell	Title Superintendent
Telephone # 361-897-1652		Email address Delores.warnell@bisd-tx.org	FAX # 361-897-1214
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	X	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	X	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	X	<input type="checkbox"/>
6	Program Budget Summary	X	<input type="checkbox"/>
7	Payroll Costs (6100)	X	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	X	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	X	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	X	<input type="checkbox"/>
13	Needs Assessment	X	<input type="checkbox"/>
14	Management Plan	X	<input type="checkbox"/>
15	Project Evaluation	X	<input type="checkbox"/>
16	Responses to Statutory Requirements	X	<input type="checkbox"/>
17	Responses to TEA Requirements	X	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Bloomington ISD is applying for the **Educator Excellence Innovation Program (EEIP)** in order to provide a comprehensive program to district staff that will systematically transform educator quality and effectiveness through improved and innovative school district-level recruitment, preparation, hiring, induction, evaluation, professional development, strategic compensation, career pathways, and retention, to systematically transform district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of **economically disadvantaged students enrolled in our district which is 66.1% with 51.5% of our students considered at risk**. The program will benefit district personnel and students by increasing teacher effectiveness which then will increase students' academic achievement and performance. The purpose and goals of the EEIP program align with the objectives and goals in our campus and district improvement plans.

The district's EEIP budget was developed with the assistance of our site and district-based decision committee. We also sought input from other district personnel during the program development process. The site-based decision committee also is responsible for the design of our needs assessment process, its efficacy, as well as determining how and when the process needs to be changed and/or updated.

By reviewing the 3 tables located in Executive Summary, one can see the status of our teachers experience, salaries, retention rates and students' academic scores which all align to the goals and purpose of the EEIP grant.

The management plan for our grant include the superintendent, who is responsible for providing district level support for the implementation and final accountability for program implementation; campus principal(s) will be providing day to day campus level support and accountability for the grant project and implementation; the Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed; district personnel will actively support all program activities and initiatives. The external evaluation agency has designed a plan that is robust and cost effective and is framed by the project goals and objectives. Project measures were aligned to EEIP program goals and developed with the site based decision committee. The detailed data design will identify key benchmarks during the first 30 days of project implementation, align them with APQC standards, and will monitor these benchmarks to monitor progress on meeting objectives. Our application as well as the designed EEIP program has answered and replied completely and accurately to all statutory requirements and TEA requirements.

Bloomington ISD has approximately 53 teachers, 4 principal and 997 students. The following chart provides the number of teachers, years of experience, district average salaries compared to state salaries. Bisd's average years of experience for our teachers are 11.0 years, state average is 11.5 and average years with the district are 5.1 years, state average is 8.0. **Teacher turnover rate is 29.8% compared to the state average of 15.3%.**

Teachers by Experience	Bloomington ISD	Percentage	District Average Salary	State Average Salary	Difference
Beginning Teachers	4.0	7.3%	\$31,167	(\$41,878)	(\$10,707)
1-5 Years Experience	15	27.3%	\$38,135	(\$44,354)	(\$6,204)
6-10 Years Experience	10.9	19.8%	\$39,090	(\$46,784)	(\$7,683)
11-20 Years Experience	17.0	31.1%	\$48,539	(\$50,587)	(\$2,031)
Over 20 Years Experience	8.0	14.6%	\$49,793	(\$58,291)	(\$8,490)
Campus Principal			\$74,803	(\$71,259)	\$3,544

As noted in the table above 45.6% of our teachers more than 11-20 years of experience with 54.4 teachers having 5 years or less experience. We have 53 teachers, 90.9%, with Bachelors degrees and 9.1%, with Masters degrees, versus 23.1% state average with Masters degrees.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

While performance based compensation is a key requirement of EEIP, the program requires districts to develop a comprehensive approach to teacher and principal effectiveness that aligns compensation with other processes such as evaluation, professional growth, career development, and leadership opportunities. The long-term goal of our EEIP program is to increase student learning. To that end, the measurement of student learning growth must be a significant factor in educator performance evaluation and compensation.

The following table illustrates the district's STAAR scores at various phase-in and levels:

Subject	STAAR at Phase-in 1 Level II/Above		STAAR at Final Level II/Above		STAAR at Level III/Advanced	
	District	State	District	State	District	State
All Subjects	59%	77%	16%	35%	3%	13%
Reading	63%	80%	21%	41%	5%	17%
Math	57%	79%	14%	34%	5%	15%
Writing	45%	63%	14%	32%	0%	4%
Science	76%	82%	18%	33%	3%	10%
Social Studies	55%	76%	7%	26%	1%	9%

Bloomington ISD's 2013 Accountability Summary showed the district was Improvement Required with the following Performance Index Report:

Index 1 – Student Achievement		Index 2 Student Progress		Index 3 – Closing Performance Gaps		Index 4 – Postsecondary Readiness	
District	Target	District	Target	District	Target	District	Target
59	50	26	21	60	55	55	75

Index 4 is the STAAR weighted progress rate for Postsecondary Readiness, BISD did not meet the target score. BISD scored 221.1 points out of a maximum of 400 regarding our 5 year graduation rate. Within the next few years the state accountability standard scores will move towards the STAAR Final Level II and then Level III Advanced scores. Bloomington ISD will require more effective, quality educators and principals. In order to provide these effective educators and principals the district will implement our EEIP program.

The objectives for our EEIP program are as follows:

Objective 1: Improve student learning and student academic performance.

Performance measure: Increase STAAR at Phase-in 1 Level II/Above by 5% by the end of Year 1 and STAAR at Final Level II/Above by 5% by the end of Year 2.

Objective 2: Improve educator/teacher effectiveness and quality.

Performance measure: Complete 70% of teacher formal evaluations by the end of Year 1 and Complete 100% of teacher formal evaluations by the end of Year 2.

Objective 3: Improve the quality, effectiveness and efficiency of district personnel.

Performance measure: Complete 70% of district personnel formal evaluations by the end of Year 1 and Complete 100% of district personnel formal evaluations by the end of Year 2.

Objective 4: Improve the quality, effectiveness and efficiency of campus principals.

Performance measure: Complete 70% of principal formal evaluations by the end of Year 1 and Complete 100% of principal formal evaluations by the end of Year 2.

Objective 5: Develop a Bloomington ISD EEIP program using the 6 required practices and the 2 preferred practices.

Performance measure: Implement the BISD EEIP program before the start of the 2014-2015 school year.

The Bloomington EEIP program will consist of the 6 required practices - **Induction and Mentoring; Evaluation; Professional Development and Collaboration; Strategic Compensation and Retention** and the 2 preferred practices – **Recruiting and Hiring; and Career Pathways** and we will use the **Educator Effectiveness Process** as our implementation model. The district will provide ongoing commitment to the goals of the EEIP program after funding is over because the process will be built into our improvement plans and district culture. In order to continue an EEIP program, the district will need to continually seek additional funding sources, federal, state, and foundation.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 235-901				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$192,194	-	\$192,194	\$192,194	-	\$192,194	
Schedule #8	Professional and Contracted Services (6200)	6200	125,113	-	125,113	125,113	-	125,113	
Schedule #9	Supplies and Materials (6300)	6300	72,500	-	72,500	72,500	-	72,500	
Schedule #10	Other Operating Costs (6400)	6400	10,000	-	10,000	10,000	-	10,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	-	-	-	-	-	-	
Total direct costs:			\$399,806	-	\$399,806	\$399,806	-	\$399,806	
Percentage% indirect costs (see note):			N/A	-	N/A	N/A	-	N/A	
Grand total of budgeted costs (add all entries in each column):			\$399,806	-	\$399,806	\$399,806	-	\$399,806	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$0			\$0			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.			\$0			\$0			
This is the maximum amount allowable for administrative costs, including indirect costs:									

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 235-901			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director			.25	\$21,125	\$21,125
5	Project coordinator – Career Pathway Position		1		\$63,000	\$63,000
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$84,125	\$84,125
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay - \$65 per day for 50 days			\$3,250	\$3,250
20	6119	Professional staff extra-duty pay - \$25 per hour for 150 hours			\$3,750	\$3,750
21	6121	Support staff extra-duty pay – 8 part-time Career Pathway Positions			\$16,000	\$16,000
	6121	Strategic Compensation for 53 teachers, 4 principals, 1 administrative staff			\$60,000	\$60,000
22	6140	Employee benefits @ 15%			\$25,069	\$25,069
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$108,069	\$108,069
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$192,194	\$192,194

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 235-901		Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Expense Item Description		Year 1	Year 2	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Program Evaluation	<input type="checkbox"/>	\$5,000	\$5,000
2	Mentor Program – design and implementation	<input type="checkbox"/>	\$5,000	\$5,000
3	Induction Program – update design	<input type="checkbox"/>	\$7,500	\$7,500
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$17,500	\$17,500
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: Professional Development Services to Implement the EEIP Program		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: PD for 5 days each year for evaluation/teach processes, monthly PD training for leadership team members - weekly, teacher formal evaluation certification I & II – 4 days each year, principal certification – 3 days each year, EEP 101 training – 3 ½ days per year for 4 campus				
1	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$40,000	\$40,000
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$40,000	\$40,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 235-901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service: Accelerated Schools Process PD		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Leadership team training, New teacher orientation, Lesson Planning for Power Learning, Powerful Learning I & II, Cadre/Strategic Action Team training, Superintendent/principal training sessions, Summer institute: Transforming the classroom		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
Contractor's capital outlay (allowable for subgrants only)			
Total budget:		\$39,000	\$39,000
3	Specify topic/purpose/service: Battel for Kids - Data analysis		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: This important service makes sure that the students that are taught by each teacher are linked to each teacher within the system for value added analysis by SAS. campuses @ \$2,000		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
Contractor's capital outlay (allowable for subgrants only)			
Total budget:		\$8,000	\$8,000
4	Specify topic/purpose/service: SAS/EVAS - Data analysis – 910 students		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: This service provides the data to show how much value was added to each student and provides a school-wide value added score in order to create the payout contract for teacher and principal incentive. The data has to be "linked" first by Battelle For Kids before the value added service can be completed. \$3.75 per students @ 910 students.		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
Contractor's capital outlay (allowable for subgrants only)			
Total budget:		\$3,413	\$3,413
5	Specify topic/purpose/service: TEDS/IA - Data analysis – 6 campuses		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: TEDS – Teacher Evaluation Data System – and is the digital – online evaluation system for the EEIP rubric and teacher evaluations. Administrators and teachers have access and this system at the end averages all evaluations and inputs all value added scores so that each school can complete the payout process. Campuses can also view how their teachers are scoring on each of the EEIP indicators in order to provide PD support for teachers appropriate to their needs. 6 campuses @ \$1,800		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
Contractor's capital outlay (allowable for subgrants only)			
Total budget:		\$7,200	\$7,200

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 235-901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service: Implementation Specialist/Coordinator		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Assist with the implementation for the EEIP program			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
6 Contractor's payroll costs	# of positions:	\$	\$
Contractor's subgrants, subcontracts, subcontracted services		\$10,000	\$10,000
Contractor's supplies and materials		\$	\$
Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$10,000	\$10,000
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
7 Contractor's payroll costs	# of positions:	\$	\$
Contractor's subgrants, subcontracts, subcontracted services			
Contractor's supplies and materials		\$	\$
Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:			
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
8 Contractor's payroll costs	# of positions:	\$	\$
Contractor's subgrants, subcontracts, subcontracted services		\$	\$
Contractor's supplies and materials		\$	\$
Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$107,613	\$107,613
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$17,500	\$17,500
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$107,613	\$107,613
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$125,113	\$125,113

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 235-901					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	iPads	Support teachers in the EEIP	70	\$1,000	\$70,000	\$70,000
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$70,000	\$70,000
Remaining 6300—Supplies and materials that do not require specific approval:						\$2,500	\$2,500
Grand total:						\$72,500	\$72,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 235-901		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$10,000	\$10,000
	Specify purpose: Travel for both in and out of state employees		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$10,000	\$10,000
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$10,000	\$10,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 235-901			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 977

Category	Number	Percentage	Category	Percentage
African American	71	5.1%	Attendance rate	95.1%
Hispanic	789	82.9%	Annual dropout rate (Gr 9-12)	.4%
White	117	10.7%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	71%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	7%
Economically disadvantaged	685	70.1%	Students taking the ACT and/or SAT	23.5
Limited English proficient (LEP)	121	12.3%	Average SAT score (number value, not a percentage)	1294
Disciplinary placements	15	1.5%	Average ACT score (number value, not a percentage)	19.9

Comments

SAT and ACT scores are not available due to low student population.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3	5.5%	No degree	0	0%
Hispanic	16.9	30.8%	Bachelor's degree	49.9	90.9%
White	34	61.9%	Master's degree	5	9.1%
Asian	1	1.8%	Doctorate	0	0%
1-5 years exp.	15	27.3%	Avg. salary, 1-5 years exp.	38,135	N/A
6-10 years exp.	10.9	19.8%	Avg. salary, 6-10 years exp.	39,090	N/A
11-20 years exp.	17	31%	Avg. salary, 11-20 years exp.	48,539	N/A
Over 20 years exp.	8	14%	Avg. salary, over 20 years exp.	49,793	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	55	87	84	87	80	58	76	53	93	52	80	72	52	48	977
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	55	87	84	87	80	58	76	53	93	52	80	72	52	48	977

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2	4	4	4	4	4	4	4	4	3	6	4	4	4	53
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	4	4	4	4	4	4	4	4	3	6	4	4	4	53

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Schedule #13—Needs Assessment

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs is prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district utilized local discretion in planning and designing the Bloomington ISD 2014-2016 **Educator Excellence Innovation Program (EEIP)** grant program to support the unique needs of our students and educators to carry out the legislative intent supported by the Texas Education Code TEC, §21.7011.

Assessment Process:

The site-based decision committee shares information that they gather from multiple sources that is related to professional development, teacher evaluation, EEIP, student achievement and growth of students in all groups within the district. School Board members are briefed each month from district leaders on their success and the district priorities. Once all stakeholders are on board, any priorities (new or otherwise) are added to the District Plan. A comprehensive needs assessment completed by the site-based decision committee utilizing surveys, student performance records and data, district and campus improvement plans, observation and walkthrough results data, was conducted to analyze the current status of teacher and principal effectiveness in the district and determine future needs.

Research shows a growing body of evidence that existing pay structures do not respond to labor force realities or adequately compensate the hard work of countless excellent teachers. Proponents argue that to attract and retain high quality educators, the teaching profession must recognize and reward teachers who accelerate student learning and those willing to take on the most challenging assignments, rather than basing compensation entirely on years of experience and degrees earned.

With a growing body of research illustrating the importance of effective teachers and principals in driving increased student learning (Hanushek, E. 1992), Bloomington ISD is more committed to more fully understanding how to use strategic compensation systems and other supports to increase effective teaching in our high-need schools. This is in part an economic imperative that demands attention at the local level as an effective teacher can increase the annual earnings of a class of twenty students by \$400,000 over time. (Hanushek, E., (2011) We have learned through research that districts, schools, and teachers who are adding significant value through increased collegiality, improved teaching practice, better professional development, are most importantly, increasing student learning and achievement.

Prioritized Needs

The primary and first priority for any school district is academic achievement and advancement. When students drop out of school, the course of their lives may be totally reset. Dropouts typically earn less than their peers with more education. According to the U.S. Census Bureau Survey, the population of U.S. 18- through 24-year-olds not enrolled in school and without a high school diploma or GED was 16.4 percent in 2011. Therefore we prioritized our needs as follows:

1. BISD needs to improve student learning and student academic performance.
2. BISD needs to develop a Bloomington ISD EEIP program using the 6 required practices and the 2 preferred practices.
 - Including the 6 required practices - *Induction and Mentoring; Evaluation; Professional Development and Collaboration; Strategic Compensation and Retention* and;
 - The 2 preferred practices – *Recruiting and Hiring; and Career Pathways*.
3. BISD needs to improve educator/teacher effectiveness and quality.
4. BISD needs to improve the quality, effectiveness and efficiency of campus principals.
5. BISD needs to improve the quality, effectiveness and efficiency of district personnel.

Due to BISD's accountability rating we have a Professional Service Provider (PSP) on site from the Texas for District and School Support. Our PSP assists with observing and evaluating teachers.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	BISD needs to improve student learning and student academic performance.	By systematically transforming district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness processes. The EEIP program will improve student performance by fostering open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their field.
2.	BISD needs to develop a Bloomington ISD EEIP program using the 6 required practices and the 2 preferred practices.	New models of recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways and retention will be evaluated for their effectiveness in fostering effective teaching and improving student performance.
3.	BISD needs to improve educator/teacher effectiveness and quality.	Through the funding of innovative practices that target the entire timeline of a teacher's career and with the implementation of the EEIP program.
4.	BISD needs to improve the quality, effectiveness and efficiency of our 4 campus principals.	By systematically transforming campus administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of economically disadvantaged students.
5.	BISD needs to improve the quality, effectiveness and efficiency of district personnel.	By systematically transforming district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of economically disadvantaged students.

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Schedule #14—Management Plan

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	She is responsible for providing district level support for the implementation and final accountability for program implementation. The superintendent is also responsible for the contract between the district and the service providers.
2.	Campus Principals	The campus principals will be providing day to day campus level support and accountability for the grant project implementation, as well as provide oversight for all other campus staff and the Project Manager.
3.	Project Manager	This position will bring a great deal of experience in educator excellence innovation programs to the district's grant program. The Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed.
4.	All Levels of District Personnel	All levels of the district administration including the Superintendent, curriculum coordinator, technology coordinator, campus principals, teachers, project director, librarians, counselors, etc., will actively support all program activities and initiatives.
5.	External consultants	All external consultants will be qualified and experienced in their areas of expertise in the areas of professional development, program development, evaluation, implementation, and data analysis. All of the district's procedures for hiring external consultants will be observed and followed.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve student learning and student academic performance.	1. Increase STAAR at Phase-in 1 Level II/Above for content areas by 5% by the end of Year 1.	04/01/2014	08/31/2015
		2. Increase STAAR at Final Level II/Above for content areas by 5% by the end of Year 2.	09/01/2015	08/31/2016
		3. Increase STAAR at Phase-in 1 Level II/Above for All Subjects by 5% by the end of Year 1.	04/01/2014	08/31/2015
		4. Increase STAAR at Final Level II/Above for All Subjects by 5% by the end of Year 2.	09/01/2015	08/31/2016
2.	Develop a Bloomington ISD EEIP program	1. Develop new EEIP program	04/01/2014	08/01/2014
		2. Develop the 6 required practices and 2 preferred	04/01/2014	08/01/2014
		3. Develop observation/evaluation rubrics	04/01/2014	08/01/2014
		4. Implement EEIP program	04/01/2014	08/31/2016
3.	Improve educator/teacher effectiveness and quality	1. Assign grant positions for EEIP program	04/01/2014	08/31/2016
		2. Develop observation/formal evaluation schedule	04/01/2014	08/31/2016
		3. Develop professional development plans	04/01/2014	08/31/2016
		4. Develop EEIP meetings schedules	04/01/2014	08/31/2016
4.	Improve the quality, effectiveness and efficiency of campus principals	1. Assign grant positions for EEIP program	04/01/2014	08/31/2016
		2. Develop observation/formal evaluation schedule	04/01/2014	08/31/2016
		3. Develop professional development plans	04/01/2014	08/31/2016
		4. Develop EEIP meetings schedules	04/01/2014	08/31/2016
5.	Improve the quality, effectiveness and efficiency of district personnel	1. Assign grant positions for EEIP program	04/01/2014	08/31/2016
		2. Develop observation/formal evaluation schedule	04/01/2014	08/31/2016
		3. Develop professional development plans	04/01/2014	08/31/2016
		4. Develop EEIP meetings schedules	04/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district bases its overall management structure on the Total Quality Management modeled and piloted at the APQC in Houston, Texas. Through a data-feedback loop, the evaluation system will support continuous improvement using the methodology of the APQC based on Total Quality Management (TQM). Based on this model, the Project will be led by the Management Leadership Team comprised of the district Superintendent, day-to-day implementation and management will be provided by the Project Director who has a successful track record of project management. As Project Director they will be responsible for the implementation of the project plan, on time and within budget. The Project Director will work with the collaborative implementation team, the project evaluators, and the Management Leadership Team to accomplish the project goals and objectives. The Management Leadership Team and the Implementation Team will meet monthly. The Implementation Team will be facilitated by the project director who will guide the team to define and detail the final project needs, project objectives, project milestones, final project activities, and measurable outcomes. With input from the Evaluation Team, the Implementation Team will review outcome data, formative assessment data as part of a continuous improvement process. Necessary changes to the project design and plan, based on assessment data, will be presented first to the Implementation Team and then to the Management Leadership Team for approval. The specific activities to be carried out by the partners will be finalized during the first month of funding and will be reviewed quarterly to determine any revised or new needs. Any suggested changes will flow through the project procedural chain. The district will ensure that the project is completed on-time and within budget using a project management activity tasks list. This activity list will include the person responsible, the start date, the end date, and the outcome measure, and the deliverable. Each activity owner, at the monthly Implementation Team meetings, will report project status monthly. The Project Director will then compile the status and submit a monthly synopsis via email to each member of the Management Leadership Team. A more detailed status report will be presented to the Management Leadership Team at their quarterly meetings. Any changes in the project plan and deliverables will be brought to the Management Leadership Team for approval. A yearly project status summary will be presented to the district school board. The district will ensure that the project is executed within budget. The district has a financial manager to manage all grant funds to ensure that expenditures are legal and for the purposes designated by the grant. A monthly expenditure detail report will be presented to the Project Director each month. The Project Director will provide a summary budget report to the monthly Implementation Team and will add the budget summary to the project summary reported monthly to the Management Leadership Team. Necessary budget changes will first be approved by the Implementation Team.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently Bloomington ISD has in place 1 part of the planned EEIP program:

District Recruitment and Hiring Process – the district has a detailed hiring and recruitment process in place, which is well documented and observed by all staff.

This program will remain as part of the EEIP program but there will be no funding supplanted to support these activities.

All program participants have committed, 100% of staff, to the EEIP program prior to submission of the grant application and all participants will remain engaged in the Bloomington ISD EEIP program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	On-Demand Reports	1.	On-demand reports include standard reports to track Project progress anytime.
		2.	
2.	Monthly Reports	1.	Reports prepared monthly for the Board of Director's Committee meetings. Information included in the reports will be requested by the Project Director and based on issues to be discussed.
		2.	Monthly reports by campus as to the number of observations, formal evaluations, number of staff meetings or PLC's, number of professional development opportunities.
3.	Quarterly Reports	1.	Reports based on TEA Performance measures information will be prepared quarterly.
		2.	90 Day Strategy Reports to TEA
		3.	Quarterly Reports regarding critical success factors and milestones.
4.	Annual Performance Reports	1.	Annual TEA Performance measures reports will be prepared each year.
		2.	EOY report regarding critical success factors and milestones.
		3.	EOY report regarding performance measures and other factors.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The external evaluation agency has designed a plan that is robust and cost effective and is framed by the project goals and objectives. Project measures were aligned to EEIP program goals and developed with the site based decision committee. The detailed data design will identify key benchmarks during the first 30 days of project implementation, align them with APQC standards, and will monitor these benchmarks to monitor progress on meeting objectives.

During this 30-day rapid startup, a detailed summative evaluation design will be developed to assess the likely contribution of the project to improve student outcomes identified in the performance measures. The evaluator will collect, synthesize, and analyze both qualitative and quantitative data to track specific outcomes related to mentoring and induction, teacher/principal evaluation, recruiting and hiring, and professional development. For example, for the mentoring/induction goal, we will focus on the effectiveness in meeting the following objectives: retaining quality teachers; improving student achievement by improving teacher and principal performance; supporting a comprehensive system for strategic compensation and retention; and facilitating a seamless transition into the first year of teaching.

In addition we will correlate each professional development activity and teacher evaluation milestone to student academic gains using the Wexford Data Evaluation System (WDES). The evaluation will be comprehensive and ongoing and include multiple criteria that are directly related to program goals and objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Bloomington ISD currently has a partial Induction system (Part of the HR Program) which provides new teachers and beginning teachers with the training, district policy and procedure information, curriculum and instruction information and other information required for new staff. BISD does not have a well-designed and funded Mentor Program.

With EEIP grant funding BISD will design and implement a new Mentor Program for new teachers, beginning teachers and teachers in need of assistance.

BISD mentor program provide the following objectives:

- Retaining quality teachers;
- Improving beginning teachers' skills and performance;
- Supporting teacher morale, communications, and collegiality;
- Building a sense of professionalism, positive attitude;
- Facilitating a seamless transition into the first year of teaching;
- Putting theory into practice; and
- Preventing teacher isolation.

The specific responsibilities of the mentor advisory committee should encompass, but are not limited to, the following:

- A commitment to beginning teacher support and assessment;
- The management and delivery of support and assessment services to beginning teachers;
- The development of a clearly stated purpose that is grounded in research, supports the standards of learning, and includes the appropriate use of technology;
- The development of beginning teacher participation requirements and expectations as a condition of employment;
- The possession of authority over the details of program design and implementation;
- The delineation of the roles and responsibilities of mentor teachers;
- The criteria for the selection of mentor teachers and incentives for participation;
- The development of the mentor teacher training program and a plan for implementation;
- The creation of an evaluation plan;
- The identification of building principal responsibilities; and
- The allocation and use of resources - allocation of personnel time and resources to enable the beginning teacher mentor program to deliver planned services and maximize beginning teacher success.

The program design must incorporate the following:

- Opportunities for communication and feedback among program participants, such as administration office staff, campus principals, mentor teachers, beginning teachers, etc.
- Development of formal and informal linkages among participants, such as institutions of higher education, professional organizations and associations.
- Provision of adequate release time for mentor teachers during the contract day.
- Support services appropriate to the working conditions experienced by beginning teachers such as teaching assignments for beginning teachers that optimize their chances for success, and provision of additional time and resources when beginning teachers are placed in more challenging settings.
- Professional development activities for beginning teachers that are designed to implement activities that are responsive to the individual teacher needs and concerns and should be derived, in part, from formative assessment information.
- Flexible support systems for the district and the campus when a mentor with the content background or at the appropriate grade level is not available.

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The following selection criteria require that mentors must:

- (i) be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors;
- (ii) be assigned a limited number of teachers at any time; instructional personnel who are not assigned solely as mentors should not be assigned to more than two teachers at any time; and
- (iii) guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence.

Additional selection criteria that are well-defined, justifiable, and consistent with mentor responsibilities:

- A history of proficient or outstanding performance appraisals;
- The recommendation of the school principal;
- The completion of mentor training;
- Recognition as an outstanding teacher who maintains positive peer relations;
- Three years of successful teaching experience;
- Understanding of beginning teacher development;
- Willingness to participate in support provider/assessor training;
- Understanding of formative assessment processes;
- Ability to discuss assessment information and share instructional ideas and materials with beginning teachers;
- Possession of effective interpersonal and collaborative skills; and
- Commitment to their own professional growth and learning.

Components of the mentor training program may also include the following:

- Learning to observe, coach, and give constructive feedback to peers, including strategies for self-reflection;
- Utilizing best instructional practices, classroom management, and organization;
- Dealing with difficult or resistant people and conflict resolution;
- Enhancing communication skills and building relationships;
- Clarifying mentor's roles and responsibilities;
- Practicing time management; and
- Developing knowledge of school/district policies and procedures including student assessment, curriculum, guides, and supplemental resources.

The evaluation of the mentor teacher program should involve three major components:

1. Evaluation of the program;
2. Definition of the sources of data; and
3. Standard document design.

Evaluation of the mentor teacher program should focus on its effectiveness in meeting the following goals:

1. Retaining quality teachers;
2. Improving teaching performance;
3. Supporting teacher morale, communication, and collegiality; and
4. Facilitating a seamless transition into the first year of teaching.

The evaluation should be comprehensive and ongoing and should include multiple criteria that are related to program goals and objectives.

The Mentor Program provides a mentor to a new teacher that is hired as well as a teacher new to teaching. We also have an Executive Director of Curriculum who will assist with professional development activities and the implementation of all instructional practices that are either being implemented or are already in place.

Mentors are provided training, stipends, mentor/mentee meeting and release time as well as mentee observation opportunities. Staff who wishes to participate as a mentor applies through the District's HR department and follows the policies and procedures that are in place.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Bloomington ISD currently has a tool for multiple observations that was developed based on PDAS and is DMAC. Our principals and other staff are trained to use this tool and they also perform the observation of teachers on our campuses.

Each teacher on our campus is observed using this observation tool at least 2 times per month for 15 to 20 minutes and if needed more observations are performed for teachers in need of additional assistance. Our principals meets with teachers to discuss the results and formulate a plan for improvement if needed or if there is a trend in certain areas, the staff might meet to plan some type of professional development either Internal or external as needed.

The observation tool is used as a formative improvement of instructional practices. The tool also uses the same 8 domains that the formal PDAS Observation tool uses:

The eight PDAS domains are:

Domain I: Active, Successful Student Participation in the Learning Process

Domain II: Learner-Centered Instruction

Domain III: Evaluation and Feedback on Student Progress

Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials

Domain V: Professional Communication

Domain VI: Professional Development

Domain VII: Compliance with Policies, Operating Procedures and Requirements

Domain VIII: Improvement of Academic Performance of all Students on the Campus

PDAS has 51 evaluation criteria and our Observation tool also includes those criteria but not in as much detail.

Teacher in Need of Assistance (TINA's)

(A) A teacher whose performance meets one of the following circumstances will be designated as a "teacher in need of assistance":

- (1) a teacher who is evaluated as unsatisfactory in one or more domains; or
- (2) a teacher who is evaluated as below expectations in two or more domains.

(B) When a teacher is designated as a teacher in need of assistance, the certified appraiser and the campus principal will, in consultation with the teacher, develop an intervention plan that includes the following:

- (1) domain(s) that designate a teacher as a teacher in need of assistance;
- (2) directives or recommendations for professional improvement activities;
- (3) evidence that is used to determine successful completion of professional improvement activities;
- (4) directives for changes in teacher behavior;
- (5) evidence that is used to determine if teacher behavior has changed; and
- (6) specific time line for successful completion.

(C) In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the intervention plan.

(D) A teacher who has not met all requirements of the intervention plan for teachers in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district.

(E) The intervention plan will include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.

(F) An intervention plan may be developed at any time at the discretion of the certified appraiser when the certified appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory."

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District leaders and principals in a sample of schools in one large urban district reported that the data from walk-throughs gave them a better understanding of how well teachers were able to identify and move students in and out of support programs. This finding led them to make adjustments in the professional development they provided (Supovitz & Weathers, 2004).

Other studies point to the value of district-designed walk-throughs in developing shared understandings of high-quality practice. Training in the use of valid and reliable data-collection instruments and clear rubrics play an important role in creating a common language and communicating district priorities (Coburn, Honig, & Stein, in press).

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Schedule #16—Responses to Statutory Requirements

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Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Bloomington ISD had decided to continue using the Professional Development and Appraisal System (PDAS) as the formal evaluation process for the district. According to grant program guidelines the formal evaluation process must be conducted 2 times per semester for each teacher for a total of 4 times during the school year. The district will need to train additional PDAS approved observers in order to complete the required formal evaluations per year.

The PDAS includes fifty-one evaluation criteria organized in eight domains. The eight PDAS domains are:

Domain I: Active, Successful Student Participation in the Learning Process

Domain II: Learner-Centered Instruction

Domain III: Evaluation and Feedback on Student Progress

Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials

Domain V: Professional Communication

Domain VI: Professional Development

Domain VII: Compliance with Policies, Operating Procedures and Requirements

Domain VIII: Improvement of Academic Performance of all Students on the Campus

Domain VIII addresses the student performance link. This domain is comprised of a total of ten criteria. Five of the criteria relate to teacher efforts to plan, analyze, and deliver instruction that are aligned with appropriate academic skills objectives addressed within the teacher's particular assignment. One criterion in this domain relates to the teacher's continuing efforts to monitor student attendance and to be proactive in intervening with regard to students who experience attendance problems. Three criteria relate to teachers' efforts to identify and intervene appropriately with students in at-risk situations. Finally, a tenth criterion is the shared score on the overall campus performance rating and AYP status.

Scoring of the domains is done primarily through classroom observational data and input from teachers through responses on the Teacher Self-Report (TSR) Form. Relevant out-of-classroom data may also be used if documented and shared with the teacher. The domains are scored in four categories: (1) Exceeds Expectations; (2) Proficient; (3) Below Expectations; and (4) Unsatisfactory. Each domain is scored independently, and thus there are no cumulative scores. But for the purpose of the EEIP grant and the Educator Effectiveness Program (EEP) model, BISD will score each of the VIII domains in the following way:

If a staff member scores the following then those points will be awarded to that domain:

(1) Exceeds Expectations = 5 points

(2) Proficient = 3 points

(3) Below Expectations = 1 point

(4) Unsatisfactory = 0 points

After scoring each of the VIII domains, the 8 scores will be totaled and averaged by 8 for a PDAS score for strategic compensation purposes.

Implementation of the System

The system will require a minimum of one observation of at least 45 minutes, plus additional observations and walkthroughs as necessary. Observations will, for purposes of the EEIP, grant be scheduled and unscheduled at the discretion EEIP staff. Teachers and appraisers may mutually elect to adjust the length of observations so long as the total amount of time adds up to 45 minutes. A teacher is guaranteed a summative appraisal conference and for purposes of the EEIP grant staff will not be able to waive their conference requirement.

For those teachers whose performance is appraised as less than proficient in any domain, adequate due process provisions have been incorporated in the rules. These teachers must be given the opportunity to improve their

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performance through the development of an intervention plan. The PDAS also provides for teachers input into their own appraisal ratings, especially in Domain VI (Professional Development) and Domain VIII (Efforts to Improve Academic Performance), through the inclusion of the TSR Form. This enables teachers to submit concrete examples of their best work, in a limited format, to their appraiser for consideration in the appraisal process.

Training for Teachers

In the initial year of adoption and implementation of PDAS, campuses must provide opportunities for representative teachers to participate in appraisal training. Districts are required to offer opportunities for appraisal training to a number of teachers equal to the number of campus administrators. At the discretion of the principal, these teachers may facilitate the orientation and may assist in presenting the orientation. For purposes of the EEIP grant, the district will work with TEA and Region XIII regarding EEIP personnel training as additional appraisers.

A written summative appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period.

For purposes of the EEIP grant program teachers will not be able to waive the summative conference and the conference will be held within a time frame specified on the school district calendar and no later than 15 working days before the last day of instruction for students. The summative conference shall focus on the written summative report and related data sources.

Teacher in Need of Assistance (TINA's)

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- (6) specific time line for successful completion.

(C) In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the intervention plan.

(D) A teacher who has not met all requirements of the intervention plan for teachers in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district.

(E) The intervention plan will include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.

(F) An intervention plan may be developed at any time at the discretion of the certified appraiser when the certified appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory."

Rigorous and accurate evaluation must take place in order to provide educators with realistic and meaningful feedback on their performance and a clear path toward improvement. (Increasing Educator Effectiveness, February 2013). From 2007-2011, students in the Consortium of Algiers Charter Schools in New Orleans, Louisiana have demonstrated tremendous growth in math and reading. Over those five years, the percentage of students considered proficient on Louisiana state assessments has increased by approximately 25 percent. The educators who have facilitated this growth attribute much of this success to transparent analysis of both formative and summative assessment through weekly job-embedded professional development aligned with extensive support. (John Eckert, February 2013)

Although BISD will continue to use PDAS for our EEIP formal evaluation process, the district will continue to research or develop a district based formal evaluation process.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Each of BISD campuses has designated times during a week for collaboration opportunities. Staff members are involved in weekly staff meetings, where they have opportunities to discuss and share pedagogical strategies at the Elementary, Junior High, or Senior High School levels or in our dire need to improve subjects such as writing, math and science. The district will allow for regular collaboration opportunities within the school week for teachers on our campus to discuss and share pedagogical strategies through the professional learning communities' model. These meetings will be steered by the principal or EEIP personnel.

Supporting teachers as individuals as well as teams creates a collaborative environment that emphasizes learning and improvement. Sites have created systems where collaboration is prioritized, supported, and incentivized. Teams of teachers meet together at all of these sites, sometimes led by master or mentor teachers, to examine evidence and focus on student learning. Contrary to fears that performance pay will decrease collaboration, several sites have demonstrated increased collaboration. Interestingly, none of these sites has supported a fixed-tournament where teachers compete against each other for bonuses. (*Jonathan Eckert, February 2013*).

PLC's

The professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement. The literature on professional learning communities repeatedly gives attention to five attributes of such organizational arrangements:

- supportive and shared leadership,
- collective creativity,
- shared values and vision,
- supportive conditions, and
- shared personal practice.

Supportive and Shared Leadership

The school change and educational leadership literatures clearly recognize the role and influence of the campus administrator (principal, and sometimes assistant principal) on whether change will occur in the school. It seems clear that transforming a school organization into a learning community can be done only with the sanction of the leaders and the active nurturing of the entire staff's development as a community. Thus, a look at the principal of a school whose staff is a professional learning community seems a good starting point for describing what these learning communities look like and how the principal "accepts a collegial relationship with teachers" (D. Rainey, personal communication, March 13, 1997) to share leadership, power, and decision making.

Collective Creativity

In schools, the learning community is demonstrated by people from multiple constituencies, at all levels, collaboratively and continually working together (Louis & Kruse, 1995). Such collaborative work is grounded in what Newmann (reported by Brandt, 1995) and Louis and Kruse label reflective dialogue, in which staff conduct conversations about students and teaching and learning, identifying related issues and problems. Griffin (cited by Sergiovanni, 1994a, p. 154) refers to these activities as inquiry, and believes that as principals and teachers inquire together they create a community. Inquiry helps them to overcome chasms caused by various specializations of grade level and subject matter. Inquiry forces debate among teachers about what is important. Inquiry promotes understanding and appreciation for the work of others. . . . And inquiry helps principals and teachers create the ties that bond them together as a special group and that bind them to a shared set of ideas. Inquiry, in other words, helps principals and teachers become a community of learners.

Shared Values and Vision

"Vision is a trite term these days, and at various times it refers to mission, purpose, goals, objectives, or a sheet of paper posted near the principal's office" (Isaacson & Bamberg, 1992, p. 42). Sharing vision is not just agreeing with a good idea; it is a particular mental image of what is important to an individual and to an organization. Our staff will be encouraged not only to be involved in the process of developing a shared vision but to use that vision as a guidepost in

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making decisions about teaching and learning in the school.

Supportive Conditions

Several kinds of factors determine when, where, and how the staff can regularly come together as a unit to do the learning, decision making, problem solving, and creative work that characterize a professional learning community. In order for learning communities to function productively, the physical or structural conditions and the human qualities and capacities of the people involved must be optimal (Boyd, 1992; Louis & Kruse, 1995).

Shared Personal Practice

Review of a teacher's behavior by colleagues is the norm in the professional learning community (Louis & Kruse, 1995). This practice is not evaluative but is part of the "peers helping peers" process. Such review is conducted regularly by teachers, who visit each other's classrooms to observe, script notes, and discuss their observations with the visited peer. The process is based on the desire for individual and community improvement and is enabled by the mutual respect and trustworthiness of staff members.

Outcomes of Professional Learning Communities for Staff and Students

What difference does it make if staff is communally organized? What results, if any, might be gained from this kind of arrangement? An abbreviated report of staff and student outcomes in schools where staff are engaged together in professional learning communities follows. This report comes from the summary of results included in the literature review noted above (Hord, 1997, p. 27).

For staff, the following results have been observed:

- reduction of isolation of teachers;
- increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission;
- shared responsibility for the total development of students and collective responsibility for students' success;
- powerful learning that defines good teaching and classroom practice and that creates new knowledge and beliefs about teaching and learners;
- increased meaning and understanding of the content that teachers teach and the roles they play in helping all students achieve expectations;
- higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students;
- more satisfaction, higher morale, and lower rates of absenteeism;
- significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools;
- commitment to making significant and lasting changes; and,
- higher likelihood of undertaking fundamental systemic change (p. 27).

For students, the results include:

- decreased dropout rate and fewer classes "skipped";
- lower rates of absenteeism;
- increased learning that is distributed more equitably in the smaller high schools;
- greater academic gains in math, science, history, and reading than in traditional schools; and,
- smaller achievement gaps between students from different backgrounds (p. 28).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The district will continue to take steps to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data.

Currently all BISD campuses routinely review formal and informal student assessment data on a weekly basis. With the implementation of the EEIP program, the district will now provide professional development activities and opportunities tied to observation and formal evaluation results on a weekly basis through PLC's as mentioned on Statutory Requirement 4. EEIP personnel will receive training to decipher observation and formal evaluation results in order to determine the appropriate professional development.

Professional development will also be provided for implementation and start-up of the EEIP program.

Additional outside professional development will be provided from various PD providers such as Region 3 and other providers that the district selects to meet their EEIP needs.

With schools today facing an array of complex challenges - from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals - observers continue to stress the need for teachers to be able to enhance and build on their instructional knowledge.

Parsing the strengths and weaknesses of the vast array of programs that purport to invest in teachers' knowledge and skills continues to be a challenge. Today, professional development activities include formal teacher induction, the credits or degrees teachers earn as part of recertification or to receive salary boosts, the national-board-certification process, and participation in subject-matter associations or informal networks. (Sawchuk, Nov. 10, 2010a).

Historically, administrators have favored the workshop approach, in which a district or school brings in an outside consultant or curriculum expert on a staff-development day to give teachers a one-time training seminar on a garden-variety pedagogic or subject-area topic. Criticized for their lack of continuity and coherence, workshops have at least in theory fallen out of favor. The federal No Child Left Behind Act of 2001, for instance, defines all professional development funded through the law to include activities that "are not one-day or short-term workshops or conferences." There is little evidence to suggest that states and districts adhere to this directive.

Even so, many teachers still appear to receive much of their professional development through some form of the one-shot workshop. Survey data from the National Center for Education Statistics, the most recent publicly available, show that in the 1999-2000 school year, 95 percent of teachers took part in workshops or training in the previous 12 months, compared with 74 percent who reported working in an instructional group and 42 percent who participated in peer observation (Broughman, 2006). The NCES has since conducted two additional administrations of the SASS, but updated data on these questions have not yet been made public.

A major three-part study by the Stanford Center for Opportunity Policy in Education, in partnership with the National Staff Development Council (now Learning Forward), provides some of the most up-to-date descriptive information on professional-development trends in the United States.

The study, released in three phases in 2009 and 2010, drew on a variety of sources, including reviews of mainly qualitative literature, research on teacher learning in developed countries, surveys of teachers conducted by the Learning Forward group, survey data from the annual MetLife Survey of the American Teacher, and data from three administrations of the federal Schools and Staffing Survey. Among other findings, the reports stated that:

- U.S. teachers generally spent more time instructing students and less time in professional learning opportunities

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with their peers than those in top-performing countries.

- As of 2008, 78 percent of beginning teachers reported having had a mentor, though not always in the teacher's content area, up from 62 percent in 2000.
- The intensity of other types of professional development decreased between 2004 and 2008. Training of at least nine to 16 hours on the use of computers for instruction, reading instruction, and student discipline all declined notably, while training of up to eight hours in those areas increased. Training in content, however, increased during that time period.

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers who participate in the EEIP will receive additional strategic compensation based on teacher formal evaluations, the growth of or value-added to their students' achievement, and/or school-wide value-added measures. Principals will receive additional strategic compensation based on the scoring of their EEIP implementation, principal formal evaluations, the school-wide value-added measures and the Adequate Yearly Progress (AYP) or State Accountability. Additional compensation in the form of a salary addendum will be awarded to those teachers on the leadership team who are required to work additional hours to fulfill additional responsibilities due to the scope of their leadership role. Strategic compensation will be awarded in November of the following school year.

Ensuring accuracy in the Teacher Evaluation Data System

Research conducted by The National Institute for Excellence in Teaching has shown that there is a direct correlation between a teacher's evaluation scores and student value-added achievements. Therefore, unwarranted inflation of teacher's evaluation scores will not improve teacher's effectiveness or improve the student's learning achievements. The purpose of the evaluations is to acknowledge teacher's strengths (reinforcement) and give constructive feedback on areas that require improvement (refinement). When performed accurately, evaluation scoring will facilitate teacher's professional development, and will therefore improve student's value-added achievements. A teacher's areas of weakness will mostly result in the student showing related weaknesses as a result those shortcomings. There must be a process to ensure inter-rater reliability so teacher's performance can be accurately measured, thus allowing students to benefit from the accuracy and reliability of such scoring.

Scoring Accuracy

Unwarranted scoring inflation or deflation occurs when observers subjectively, rather than objectively observe teachers. Evaluating what is observable in the classroom while using the EEIP Evaluation Rubric ensures objective evaluations, for rubric indicators define standards and expectations, relative to the teacher's level of proficiency. Accuracy is critically important for increases in teachers' evaluation scores, should be reflected in improvements in student value-added achievement data. In other words, if there is no student growth, the teacher evaluation score will most likely show no increase. In order for teachers to accept the EEIP Evaluation process, there must be confidence in the accuracy of the scoring. In order for students to receive a fair chance at improving academic achievement, teachers must also have fair evaluation scoring.

The following are process safeguards to prevent unwarranted scoring inflation or deflation:

- The Principal compares students' value-added data to teachers' evaluation scores. For example, when a teacher's students have an average value-added achievement score of 3.5, then that teacher's evaluation scores should average a 3.5.
- The Observer and/or Principal compares the teacher's evaluation scores in the Teacher Evaluation Data System (TEDS), using the Evaluator Averages by Rubric Domain Reports (Table), to the Overall Averages by Evaluator Reports (Bar Chart)
- Having inter-rater reliability and score inflation under regular monthly review promotes teachers' confidence in the accuracy of the scores.

Value-Added Measures

Value-added analysis uses a statistical methodology and individual student achievement data to measure academic gain or value-added for a student or group of students over a specific period of time. With value-added analysis, data reports showing the rate of student progress may be generated to show state, district, school, grade, and student-level results. It may be helpful to think of value-added analysis in terms of a child's growth chart. The chart shows how tall a child was at age two, three, four, etc. Each of those data points can be plotted on a piece of graph paper to display that child's physical growth, in terms of height, over a specified time period. Similarly, if a student's math achievement level is measured annually using performance data, the child's achievement or growth pattern in math can be plotted just as it was for height. By allowing districts and schools to observe growth patterns or trends for a student or group of students, value-added analysis provides a picture of how much education value was added during a specific time period.

There are three conditions that must be satisfied to accurately compute value-added:

1. Each student must have at least three (3) years of valid and reliable test data.
2. Each student's scores must be linked to his or her teacher and school.
3. At least five students per classroom are required to produce a reliable value-added score.

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Value-added can take into account a student's scores on both a norm-referenced and a criterion-referenced test because the student is measured against his or her own projected growth. Because value-added measures growth in achievement of the same students over time, and because schools are largely responsible for achievement growth, value-added scores reflect the schools and teachers contribution to student learning.

Student Projection Measure Using Data Analysis Systems

Collecting three years of student performance data for each student will derive the value-added measure. The Education Value-Added Assessment System (EVAAS), a data analysis company which is a division of Student Assessment Systems (SAS-EVAAS), will tabulate the student data and create a student projection measure which will predict the student's probable performance based on the three prior years of the student's performance on state standardized tests.

Battelle for Kids, another data analysis company, will make the linkage from each student to each teacher at the campus level so that the precise time and effort that a teacher has invested in each student can be fairly tabulated. Once these two systems are complete, a fair estimate of what value a teacher has added to the student over the course of each year can be assessed.

Class Projection Measure

For each core teacher's class, the student projection measures are averaged to arrive at a class projection measure. These measures are scored as follows:

- When the class meets the projected performance measure, then that is considered a score of three (3).
- Class performance at one standard error above that would equal a score of four (4).
- Class performance at two standard errors above the projected performance measure equals a score of five (5).
- The score of at least three (3) represents effectiveness and warrants an incentive payout for Career Teachers according to the following Performance-Based Compensation System (PBCS) models:

Eligibility For Incentive Payout

- A teacher must score the minimum average score of three (3) in any component in order to receive a pro-rated incentive payout for that component.
- While career teachers must score the minimum average score of three (3) in the evaluation component, Expert Teacher Leaders and Career Teacher Leaders must score the minimum average score of four (4) in the evaluation component in order to receive a pro-rated payout for the evaluation component.
- A teacher who averages scores of three (3) through a five (5) (i.e. 3.0, 3.25, 4.35) would earn a pro-rated amount of the incentive pay according the score they earned in that component. The teacher would receive a percentage of the total incentive.
- A teacher who does not qualify for one component could still qualify for another component.
- Those teachers, whose subjects are not tested, will follow a different incentive payout model. The model was created to take into account a classroom where a high stakes tests are not administered and therefore teacher value-added student scores cannot be part of the payout model. Instead the evaluations and school-wide value-added scores are divided to ensure the teacher of subjects not tested is part of the compensation plan.

The payout models are as follows:

- Core Subject Tested Model
- Subjects Not Tested Model
- The Principal's Differentiated Model

Core Subject Tested Teacher Payout Model

For reading or math teachers their incentive pay is based upon the following:

- 1) The teacher's evaluations that occur over the course of the year ($X=50\%$ of the incentive pay)
- 2) The value added student performance data ($Y=30\%$ of the incentive pay)
- 3) The school wide value-added score based upon school wide student performance data ($Z=20\%$ of the incentive pay)
- 4) The total incentive pay is based upon each individual teacher's combined score from $X + Y + Z$ or $(50\%+30\%+20\%)$

Subjects Not Tested- Teacher Payout Model

Teachers who teach non-tested subjects, grades PreK-2nd, elective classes and grades 10-12 will be awarded incentive pay according to the EEIP teacher evaluation score of 3 or better ($X= 50\%$) and the school-wide value-added score of 3 or better ($Z=50\%$) as demonstrated by the formula $X + Z$ ($50\% + 50\%$)

The Principal's Differentiated PBCS

The payout to a principal is based on four (4) important components that will represent principal effectiveness. EEIP Implementation (40%), State accountability systems (10%), Principal evaluations (10%), and School-wide value-added student performance data (40%).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Bloomington ISD has a current Recruitment and Hiring Process in place in the district. They have tools, applications, rubrics, interview processes, and recruitment processes defined in their HR Handbook. Funding from the EEIP grant will not be provided for this statutory requirement since the program is already in place.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple Career Paths Overview

The EEIP process allows for effective teachers to advance in the teaching profession. Teacher effectiveness is the demonstrated ability of a teacher to help students learn at improved levels. This ability is complex and can be broken down to include the following targeted skill sets: Content knowledge; Pedagogical skills; Attitude skills; Behaviors skills. The Educator Effectiveness Process was designed to recruit effective teachers and assist current teachers in becoming more effective. The process ensures that effective teachers are further retained and may progress to becoming a member of the EEIP leadership team. Retaining effective teachers helps to ensure the success of students in our schools.

An important strategy for ensuring that every student has access to an effective teacher is to expand the pipeline of effective teachers. Previous teacher recruitment and education programs have not supplied a sufficient numbers of effective teachers. The Educator Effectiveness Process, however, is designed to allow effective teachers the ability to take on leadership roles to strengthen the school as a whole.

Full participation in EEIP will offer all teachers at all campuses opportunities for progressing as a professional teacher in their career. In doing so, their value is enhanced and they will be more likely to be retained. Because of EEIP, all targeted schools will see an increase in recruitment and retention of effective teachers and principals.

EEIP has identified three career options for teachers:

- Option 1 - The first option is as a campus Career Teacher (CT).
- Option 2 - The next option is as a campus Career Teacher Leader (CTL).
- Option 3 - The third option is a campus Expert Teacher Leader (ETL).

Each campus' EEIP process will provide teachers with growth options to move from being a Career Teacher, to a Career Teacher Leader, or to an Expert Teacher Leader. The progression through the higher levels of the teaching profession will be competitive, rigorous and performance-based so that all professional teachers will be able to work towards increasing their pursuit of the highest levels of the teaching profession. This is also sellable point which will be useful in recruiting effective teachers to the high-need schools, as well as, enhancing the retention rate of effective teachers in hard-to-fill subject areas such as math, science and special education.

Expert Teacher Leader - An Expert Teacher Leader occupies the top ranked teaching position in an EEP school. An Expert Teacher Leader is a highly skilled professional educator who shares significant leadership responsibilities and authority with the principal. An Expert Teacher Leader performs the following key functions:

1. Oversees the professional development of teachers under his/her supervision
2. Facilitates curriculum and assessment planning
3. Conducts teacher observations which are tied to compensation

It is recommended that Expert Teacher Leaders teach 20% of the school day, using the remainder of their workday to fulfill Expert Teacher Leader responsibilities. On a weekly basis, these responsibilities include:

1. Overseeing Unit growth plans
2. Overseeing activities and outcomes
3. Team teaching with colleagues
4. Providing demonstration lessons

The campus Expert Teacher Leader leads Unit meetings and provides demonstration lessons, coaching, and team teaching opportunities to career teachers. They serve on the Leadership Team to develop school plans and facilitate development of unit group goals. They also participate in the observation of other teachers.

As a member of the Leadership Team, the Expert Teacher Leader's main responsibilities include:

1. Participating in activities of Leadership Team
2. Developing unit meeting plans
3. Assessing unit groups' progress toward goals
4. Weekly unit meeting recordkeeping
5. Conducting classroom observations including pre/post-observation conferences
6. Providing appropriate walkthroughs and follow-up assistance in classrooms

Qualifications

- o To qualify for an Expert Teacher Leader position, a teacher must have demonstrated expertise in: Instruction;

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Content; Curriculum development; Student learning; Data analysis; Mentoring

- A minimum of five (5) years teaching experience is also required for all Expert Teacher Leader teachers.
- These Expert Teacher Leaders (ETL's) are held to a higher performance standard than the career teachers in their school, and will receive appropriate salary augmentation.
- ETL's must have: Expert curricular knowledge; Outstanding instructional skills; The ability to work effectively with other adults.
- Successful applicants receive a salary addendum for the additional responsibility and are paid to work at least 5-10 days beyond the traditional school calendar.
- All openings for Expert Teacher Leader teachers are filled competitively.

Career Teacher Leader - The Career Teacher Leader (CTL) is a proven effective teacher. The career teacher leaders will serve in teacher leadership roles, while assuming additional duties involving assisting professional teachers towards achieving a greater degree of effectiveness, as evidenced by increased student performance and improved teacher performance in the classroom. The Career Teacher Leader is actively involved supporting Career Teachers. With oversight and support from the ETL, the Career Teacher Leader provides classroom-based follow-up and feedback on instructional practices to career teachers. Career Teacher Leaders also participate in analyzing student data to facilitate academic achievement goals. As a member of the Leadership Team, the campus Career Teacher Leader's main responsibilities will be:

1. Attending and co-facilitating in weekly unit meetings
 2. Analyzing student data to identify needs
 3. Developing academic achievement plans
 4. Working with the team creating school assessment plans
 5. Monitoring goal setting
 6. Team teaching with colleagues
 7. Observing and providing coaching toward teachers' growth goals
 8. Supporting attainment of unit goals
- These Career Teacher Leaders (CTL's) are held to a higher performance standard than the Career Teachers in their school, and will receive appropriate salary augmentations.
 - The CTL will qualify for salary augmentation mainly to cover the additional duties and the additional amount of time that will be required to complete the tasks and responsibilities required in the job descriptions.

Qualifications

- To qualify for an Career Teacher Leader position, a teacher must have demonstrated expertise in: Instruction; Content; Student learning; Data analysis; Mentoring
- A minimum of two (2) years teaching experience is also required for all Expert Teacher Leader teachers.
- CTL's must have: Expert curricular knowledge; Outstanding instructional skills; The ability to work effectively with other adults.

Career Teacher - The Career teacher (CT) is a teacher who is either a new or established teacher, who is working towards becoming a more effective teacher. As campus Career Teachers increase in effectiveness they will have opportunities to compete for the additional roles, such as Career Teacher Leader, or Expert Teacher Leader. The Career Teacher collaborates with the more experienced ETLs and CTLs. This collaboration provides support on lesson planning, student assessment and development of expertise in all areas of instruction. Career Teachers participate fully in Unit group meetings, and are evaluated by the Principal, Expert Teacher Leaders, and Career Teacher Leaders. Career Teachers are eligible to earn an incentive payout according to the EEP Teacher PBCS.

Similar to the traditional classroom teacher, the campus Career Teacher's duties are as follows:

1. Analyzing student data to identify needs
2. Developing academic achievement plans
3. Collaborating in the classroom, with Expert Teacher Leaders and Career Teacher Leaders, to increase teacher expertise
4. Must be observed by a Principal, an ETL, and a CTL
5. CT's must attend contracted professional development required by their camp
- A CT must attend weekly Unit meetings.
- A CT must be observed by a principal, an ETL, and a CTL.
- A CT must obtain the professional development as required by their campus.

Qualifications

To qualify for an Career Teacher position, a teacher must meet the following requirements:

- Be highly qualified in their respective area of teaching; Hold certification in their respective area of teaching

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time we are not aware that a waiver is needed.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

At this time we are not aware that a waiver is needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time we are not aware that a waiver is needed.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time we are not aware that a waiver is needed.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without grant funding through the **Educator Excellence Innovation Program (EEIP)** grant program, the district would not be able to fund a project of this magnitude and scale. BISD has 53 teachers, 4 principal and 977 students.

While the district will continue with existing programs such as the District Recruitment and Hiring Process which has a detailed hiring and recruitment process in place, which is well documented and observed by all staff, we would not be able to fund a project of this size.

Bloomington is a small rural school district and does not have available funding for a project of this type which would require a program with 6 requirement program components and 2 preferred program components, evaluation processes, career pathways, compensation costs, in addition to the payroll costs, professional and contracted services costs, supplies and materials costs, and other operating costs.

All other state and federal funding sources available to the district are budgeted for other activities. BISD will continue to seek other funding through a federal Teacher Incentive Fund grant or any other grant program funds available, federal and state, in order to implement a similar program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity	Timeline
Plan implementation of the BISD EEIP program	April 2014
Select staff to fill positions, paid with extra-duty pay	April 2014
Design and test observation and formal evaluation rubric	April – May, 2014
Implementation Training for the EEIP Program	Summer 2014
Monthly professional development plan for each campus	Summer 2014
Develop a schedule for observations and formal evaluations	Summer 2014
Implement the EEIP program	August 2014
Begin Year 1 formal evaluations – 2 per semester per staff	August 2014
Begin Year 1 observations – weekly	August 2014
Submit data to data analysis vendors for value-added scores	March 2015
Complete Year 1 formal evaluations – 2 per semester per staff	May 2015
Submit final reports to TEA for Year 1	August 2015
Begin EEIP Program for Year 2	August 2015
Begin Year 2 formal evaluations – 2 per semester per staff	August 2015
Begin Year 2 observations – weekly	August 2015
Select staff to fill positions, paid with extra-duty pay – Y2	August 2015
Provide staff strategic compensation	November 2015
Submit data to data analysis vendors for value-added scores	March 2016
Complete Year 2 formal evaluations – 2 per semester per staff	May 2016
Complete Year 2 EEIP program	August 2016
Submit final reports to TEA for Year 2	August 2016
Apply for EEIP program for Years 3 and 4	August 2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bloomington ISD provided a survey to staff to demonstrate support for both the decision to participate in the grant program and the general grant program parameters. We have 100% agreement from staff, educators, administrators, principals, etc. The district has on file the actual documentation of the personnel support evidence.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bloomington ISD's participation in the EEIP program will be district-wide and will include our 4 campuses:

1. Bloomington High School
2. Bloomington Jr High School
3. Bloomington Elementary School
4. Placedo Elementary School

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